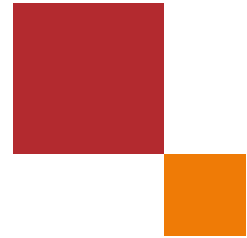


# Managing Clinical Governance Course



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Day 1 —

13.30 **Registration**

**Welcome and introduction to the course**

*Healthcare Quality Quest course leader*

**Clinical governance: the concept — What's involved in being accountable for the quality and safety of patient care, components of clinical governance, expectations in the Care Quality Commission standards and an overview of the evidence on what has to be in place for success**

*Presentation*

*Participants reflect on their organizations' current level of implementation of clinical governance processes*

15.15 **Break**

15.30 **Clinical governance: the concept (continued)**

**Quality improvement — What's involved in the quality improvement process and doing a quality improvement project (QIP), an overview of approaches to QI and QI tools, the role of teamwork in QI, how to get teams to agree on and make a commitment to achieving an improvement, and the organizational strategy, structure and systems, culture and technical support needed**

*Presentation*

*Participants assess their teams' present level of knowledge about QI, practise some QI tools, and assess their organizations' development needs for QI*

17.00 **Adjourn for the day**

## Day 2 —

### 08.45 Reflections on learning

*Participants summarize their personal learning points from Day 1 in their Learning Diaries*

### 09.00 Convene

#### Major points from reflection on Day 1

*Participants and the course leader reflect on learning from Day 1 and questions*

#### Quality improvement (continued)

### 10.40 Break

### 11.00 Quality improvement (continued)

**Clinical audit — The correct clinical audit process — rapid-cycle, peer-based and improvement driven — what should be audited and what a good clinical audit includes and the organizational strategy, structure, systems, culture and technical support needed**

*Presentation*

*Participants make decisions about clinical audits that should be done, design a clinical audit and assess their organizations' development needs for clinical audit*

### 12.30 Lunch

### 13.30 Clinical audit (continued)

### 15.15 Break

### 15.30 Clinical audit (continued)

### 17.00 Adjourn for the day

## Day 3 —

### 08.45 Reflections on learning

*Participants summarize their personal learning points from Day 2 in their Learning Diaries*

### 09.00 Convene

#### **Major points from reflection on Day 2**

*Participants and the course leader reflect on learning from Day 2 and questions*

#### **Quality assurance and monitoring — What's involved in checking on quality and safety and compliance with standards and practical tools for quality assurance and improvement**

*Presentation*

*Participants make decisions on how run charts, checklists and other tools could support quality assurance*

### 10.45 Break

#### **11.00 Evidence-based practice — The context for evidence-based practice revisited, a brief walk-through of interpreting evidence, checking on implementation of national guidance, an overview of value-based health care, and the organizational strategy, structure and systems, culture and technical support needed**

*Presentation*

*Participants practise interpreting a presentation of evidence and assess their organization's needs for further implementing evidence-based practice, including implementation of guidelines and quality standards as relevant*

### 12.30 Lunch

#### **13.30 Patient experience — Why it is a key component of clinical governance, what's involved in patient-centred care and patient experience including patient activation and shared decision-making, processes that can and should be in place, and the organizational strategy, structure and systems, culture and technical support needed**

*Presentation*

*Participants use a checklist to consider patient experience systems implemented in their organizations and assess their organizations' needs for further developing patient experience and patient-centred care*

### 15.15 Break

#### **15.30 Risk assessment and management — Methods used to identify, assess and handle risks and issues, what is involved in registering and escalating risks, and the strategy, structure and systems, culture and technical support needed**

*Presentation*

*Participants identify examples of situations that should be risk assessed and managed and assess their organizations' further development needs for risk assessment and management*

### 17.00 Adjourn for the day

## Day 4 —

### 08.45 Reflections on learning

*Participants summarize their personal learning points from Day 3 in their Learning Diaries*

### 09.00 Convene

#### Major points from reflection on Day 3

*Participants and the course leader reflect on learning from Day 3 and questions*

**Patient safety — An overview of historical research on patient safety, proactive and reactive approaches to patient safety including incident reporting and analysis, and priorities for further implementing clinical and organizational patient safety practices**

*Presentation*

*Participants assess their organizations' track records on implementing evidence-based patient safety practices, including incident reporting and further development needs*

### 10.45 Break

### 11.00 Patient safety (continued)

### 12.30 Lunch

### 13.30 A systems approach to analysis of incidents — The correct process for analysing an incident, what the NHS Patient Safety Incident Response Framework includes, and the strategy, structure, culture and technical support needed

*Presentation*

*Participants carry out a systems approach to analysis of an incident stage-by-stage*

### 15.15 Break

### 15.30 A systems approach to analysis of incidents (continued)

### 17.00 Adjourn for the day

## Day 5 —

### 08.45 Reflections on learning

*Participants summarize their personal learning points from Day 4 in their Learning Diaries*

### 09.00 Convene

#### **Major points from reflection on Day 4**

*Participants and the course leader reflect on learning from Day 4 and questions*

**Staff competence and continuing development — *What's involved in appraisal and continuing development, types of information to be collated to meet standards, and the strategy, structure and systems, culture and technical support needed***

*Presentation*

*Participants assess their organizations' needs for providing evidence of staff competence and development*

**Accounting for the quality and safety of patient care — *Reporting arrangements and quality accounts***

*Presentation*

*Participants assess their organizations' reporting arrangements to support accountability for the quality and safety of care*

### 10.45 Break

### 11.00 Accounting for the quality and safety of patient care (*continued*)

### 12.30 Lunch

### 13.30 Planning to improve clinical governance components or systems — *Action planning to achieve improvements in clinical governance*

*Presentation*

*Participants plan how to use their learning about clinical governance to achieve an improvement in a clinical governance component or system in their healthcare organizations*

#### **Summary of the course and evaluation**

*Brief summary*

*Participants complete an evaluation of the course*

### 15.00 Adjourn